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ABSTRACT

This survey was developed as a project for the Colorado Association for Health, Physical Education, and Recreation during the 1974-75 academic year. The purpose of the survey was to find out what kind of support or need exists for professional associations by physical education teachers in Colorado. Several questions were also included in the survey from the Department of Physical Education at the University of Colorado to obtain responses which might be of assistance in professional preparation. Questionnaires were mailed to 1200 physical education teachers in Colorado elementary and secondary schools. Close to 20 percent were returned. The results of the survey indicate that teachers appear to have widely differing needs and interests which are not always being met by professional associations. (Sample responses are included, as is a copy of the questionnaire.) (Author/RC)

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A SURVEY OF THE PROFESSIONAL NEEDS, INTERESTS, AND CONCERNS OF PHYSICAL EDUCATION TEACHERS IN COLORADO

prepared by Dr. John Fowler for:

The Colorado Association for Health, Physical Education and Recreation

The University of Colorado Department of Physical Education - January 1976

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John Fowler, January 1976

A SURVEY OF THE PROFESSIONAL NEEDS, INTERESTS AND CONCERNS OF PHYSICAL EDUCATION TEACHERS IN COLORADO

I. Introduction

This survey was developed as a project for the Colorado Association for Health, Physical Education, and Recreation during the 1974-75 year. The main purpose of the survey was to find out what kind of support or need exists for professional associations, by physical education teachers in Colorado. In addition, the Department of Physical Education at the University of Colorado included questions in the survey which might be of help in curriculum planning and in ascertaining if many teachers in the schools plan to work toward higher degrees.

By way of introduction it is perhaps worth noting that as a demographic region, Colorado is greater in area than the combined areas of New York, New Jersey, and Pennsylvania. Much of the population of Colorado is concentrated in and near to Denver, the state capital. Smaller cities lie along the front range of the Rocky Mountains and include Colorado Springs, Pueblo, and Fort Collins. The rest of the population is widely scattered between communities in the eastern plains, the mountains, and the western slopes. Distances from certain outlying localities to Denver can be over 350 miles. People living on the western side of the mountains have the hazards of mountain driving and the uncertainties of the weather to contend with, in driving to Denver.

The problems associated with drawing people together for conventions and other meetings are thus apparent. Since most activities of this kind take place in the Denver area, this means that many people have to drive or fly long distances to get to meetings.

II. The Survey

A questionnaire was developed and sent to all the physical education teachers in the State. The questionnaires were personally addressed to approximately 1200 teachers in elementary, middle, junior, and senior high schools. Stamped and addressed return envelopes were not included.

The questions that were presented in the survey are attached to this document. They were developed basically under the following categories:

1. The status of respondents was requested, in terms of: sex, age, qualifications, number of years teaching, level of teaching, and whether coaching as well as teaching.

2. Membership in professional associations was investigated. Teachers were asked if they belonged to either C.A.H.P.E.R. or A.A.H.P.E.R. If not holding membership, teachers were asked to indicate possible reasons for this. Program preferences at conventions were requested.

3. Sources of new ideas and teaching aids. Respondents were asked to indicate their sources of fresh ideas and new teaching material.

4. Professional needs were examined with questions concerning respondents greatest anticipated future professional needs and if, in fact, they intended to pursue further graduate work.

5. Undergraduate preparation - teachers were requested to indicate which program areas in their undergraduate preparation had been either of most or least value in assisting them with teaching.

6. Personal factors important for a teacher or coach to possess. Teachers were asked to list five factors they would look for in a person who was a candidate for a teaching or coaching position.

7. Open comments or suggestions concerning physical education in Colorado were invited.

III. Results *

1. Sex Men 105 or 47 percent of the sample
Women 120 or 53 percent of the sample
Total 225 The total of 225 responses was a 19% return of total sent.

2. Age Distribution

	21-28	29-36	37-44	45+ years
M	42	39	20	4
W	61	42	9	8
Total	103	81	29	12
%	46	36	13	5

3. Qualifications

	Bach. Deg	Mast. Deg.	Other	
M	52	48	1 Counselling Cert.	
W	75	47	1 Counselling Cert.	1 Ph.D
Total	127	95	3	
%	57	42	1	

* Respondents were located geographically in all parts of Colorado.

4. Number of Years Teaching Physical Education

	1-6	7-12	13-18	19-24	25+ years
M	47	31	13	3	0
W	65	44	9	9	3
Total	113	75	22	12	3
%	50	34	10	5	1

5. School Level at which Teaching *

	Elem.	Mid.Sch.	Jun H.	Sen H.
M	36	9	36	51
W	32	14	60	71
Total	68	23	96	122
%	22	8	31	39

* Several teachers teach at different levels.

6. Department Chairperson

	Girls	Boys	Combined Dept.
M		8	30
W	30		50

7. Teach P.E. and Coach

M	69	or	31%
W	88	or	39%
Total	157	or	70%

8. Nature of School Program

	Req.	Req./Elect.	Elect./Program
No. of Schools	82	99	27

9. Membership in Professional Associations

	A.A.H.P.E.R.	C.A.H.P.E.R.
M	12	12
W	32	33
Total	44	45
%	20	20

10. Attendance at Conventions

	A.A.H.P.E.R.		C.A.H.P.E.R.	
	Each Yr.	Occ.	Each Yr.	Occ.
M	2	7	7	14
W	3	14	17	23
Total	5	21	24	37
%	2	9	11	16

11. Preferred Presentations at Conventions

Teachers indicated preferences for the following kinds of programs:

Demonstrations - Sports skills
Participation sessions
Innovative ideas for teaching and coaching
New equipment ideas
Adapted physical education and perceptual-motor act:
Co-educational activities
Ideas for elementary school programs
Evaluation
Rhythms and Dance
Coaching aspects
Curriculum development
Athletic injuries
Movement Education
"Buzz-sessions" for different interest groups
Gymnastics, Weight training, Physical fitness

12, 13. Reasons for not joining Associations

Two major points recurred - time and money! Comments were made about the high dues for N.E.A. and C.E.A. (136 dollars).

Many teachers saw little advantage in joining, others expressed ignorance of the associations and had no idea how to join.

Many negative comments such as: Not a joiner, too far to travel, don't want to spend the time, no relevant benefits, too busy coaching, how will they help me become a better teacher? Programs repetitious, too much bureaucracy and not enough practicality, want something out of it - never received much, etc. Some teachers felt the Journals were geared up to secondary, college and coaching.

Associations too expensive just for journals.

14. Suggestions for Associations to Encourage Membership.

Send out information on membership to all school districts. Much more publicity indicating what the Associations are doing and what are the benefits of membership.

There is a strong need in the different areas of the State for materials on innovative trends, coaching (especially for women). People do feel the need to keep up to date. Possibly handouts could be distributed with recommended books, ideas, activities.

Lower the dues. How about two years for the price of one when first joining?

Have conventions in vacations.

Make conventions (local level) longer with overnight.

Improve periodicals - more help for teachers in them.

Find ways to share ideas among teachers at different levels.

Have joint conventions with other Associations such as E.K.N.E., and A.C.E.I.

Workshops in different parts of the State - adapted physical education, elementary physical education, specific sports activities, the 'new' physical education.

More emphasis on femininity for women

Let people know you care!

15. Sources of New Ideas and Materials

	Number	Percent
Text Books	118	52
Curriculum Guides	63	28
Conventions	81	36
In-Service	101	45
P.E. Journals	94	42
Summer School	80	36
Own Ideas	133	59

In addition teachers indicated they obtained ideas from:

Other teachers
Student Teachers
Substitute teaching
Children
Workshops
Coaching Associations
School observation visits

16. Professional Needs of Teachers

The professional needs of teachers were closely tied to their suggestions for program presentations and included the following comments:

Keeping up to date with current trends
Teaching Lifetime Sports
Coaching techniques (especially for women)
Facilities
More budget
Smaller class size
Help with teaching load
Physical Education Consultant in each District
Athletic training
Organizing co-educational activities
Adapted and perceptual motor activities
Movement education
Elementary program ideas
Accountability - evaluating skills
Curriculum development - individualizing instruction
Relating school program to needs of students after graduation
Ways to motivate students
Elective programs - are they successful?
Proven conditioning programs

17. Intention to pursue further degree

	n	%
M	57	25
W	69	31
Total	126	
%	56	

18. Sources for obtaining college credit

	Ev. Class	Sum Sch.	In-Serv.	Exten. Class
M	42	59	15	22
W	54	55	10	26
Total	76	114	25	48
%	34	51	11	21

19. Courses useful in teaching from undergraduate work

Student teaching and practical field experiences
Methods courses
Skills and techniques classes
Anatomy and physiology
Kinesiology
Elementary physical education courses
Movement education
Exercise physiology
Evaluation
Growth and development
Coaching courses, rules, techniques, and officiating
Prevention and Treatment of athletic injuries
Varsity Sport
Health education

20. Undergraduate Courses of least value in Teaching

Education courses
History
Philosophy
Foundation courses
Organization and Administration
Science Classes
Humanities
Evaluation
Most theoretical, non-practical classes
Curriculum

21. Important factors candidates for teaching positions should possess

Subject knowledge
Liking for children - rapport
Enthusiasm
Experience
Ability to get on with others - cooperation
Attitude - philosophy toward teaching
Personality
Appearance
Personal skill level
Innovative - creative person

Also mentioned were: ability to handle discipline, teaching ability, sense of humor, educational background, loyalty, honesty, willing to put in extra time, high level of personal fitness, able to organize, able to communicate.

22. Important factors candidates for coaching positions should possess.

Knowledge of sport
Coaching experience
Enthusiasm
Cooperation - ability to get on with students and others
Educational background
Personality
Skill level
Varsity participation
Philosophy of coaching - teacher first, coach second.

Also mentioned were: high morals and ethics, able to discipline, interested in work, flexibility, confidence, dedicated, physically fit, willing to put in time,

23. General Statements concerning Physical Education in Colorado

Make physical education a State requirement for grades K-10.

Re-establish the position of State Director.

Have professional meetings in Southern Colorado and on the Western Slope.

Put out more information to rural schools. Perhaps a team of teachers could travel around and give help.

Question concerning what makes a good physical education program? Performance/behavior and sequence/continuum objectives need developing.

Too often Physical Education programs are merely extensions of the Athletic program. Many coaches are too worried about searching for athletes to WIN sports. Physical Education should be more than a coaches 'hour'. Students need more exposure to Life-Time Sports and not be forced to play Volley Ball, and Basketball.

Physical Education in Colorado appears to be major sport oriented.

We need more professional educators who really teach and don't just have a 'throw the ball out' type of program.

Support is given for elective programs that can produce more interest and participation.

Teachers need to be 'success' oriented and take more pride in being a physical education teacher.

Better working conditions for teachers are needed. More recognition, better facilities, more funds for developing programs.

More clinics to certify officials, rating clinics.

Teachers should get together to exchange ideas.

Upgrade the curriculum at the State level, make it available to all students.

More emphasis on elementary programs. Physical Education is more than just sports. What is the best kind of program for elementary children?

Periodic evaluation of teachers.

Colorado doesn't seem to support Physical Education programs as much as other States.

Athletics programs are years behind for girls.

Outdoor Education is neglected.

Better communication to parents and administrators about physical education programs.

Women physical education teachers need to have coaching courses in college.

Ideas needed for co-ed classes.

Physical Education needs more publicity and public relations. We need a 'shot in the arm' and professional inspiration.

Life time sports rather than the present emphasis on performance.

IV. Discussion of Results

1. Low response. Only 19 percent of the teachers circulated replied. This was still a sample of 225 teachers and they were from all parts of the State. The sample was roughly divided into equal numbers of men and women. In addition responses were distributed over all levels of teaching.

2. Status of Respondents.

   a) As the age of the respondents increased, the number teaching physical education decreased. This decrease could be similar to the actual situation in the general population of physical education teachers, although it is possible that older teachers are less interested in professional concerns and so chose not to reply. Younger teachers might also be more interested in replying than their older colleagues.

   b) Just over half the sample had Bachelor's degrees only. 42 percent had their Master's, with equal numbers of men and women holding the degree.

   c) With regard to the number of years teaching, 50 percent of the sample had between 1 and 6 years of teaching. A further third had taught between 7 and 12 years, the remainder (16 percent) had between 13 and 25 years. This is further corroboration of the fact that either older teachers were not interested in replying or they drop out of teaching physical education.

   d) 70 percent of the sample indicated they were teaching and coaching, with slightly more women than men involved. 70 percent of the sample also worked in junior and senior high schools. Many of the teachers were working at more than one level. Some elementary school teachers in fact do coach as well.

3. Professional Membership.

   a) 20 percent of the sample indicated that they belonged to both A.A.H.P.E.R. and C.A.H.P.E.R. this means that the remaining 80 percent or 180 teachers did not support either Association. Interpretation is difficult because more non-members may have been inclined to reply than members.

   b) 5 teachers indicated attendance at National Convention and 24 attend State Convention. Occasional attendance was better at both.

4. Program interests of Respondents.

As might have been anticipated teachers indicated a wide variety of program interests. By far the most popular are those presentations involving demonstrations and practical participation. The list on page 4, question 11, lists the preferences.

5. Reasons for not Joining Professional Associations.

Responses to Questions 12 and 13 (pages 4, 5) produced a variety of answers.

a) Many teachers complained that they were completely ignorant of the Associations, had never been contacted, received no information, and didn't know how to join.

b) Of those teachers who were aware of the Associations, the most recurring reasons for their not joining was usually a combination of time and money. Many complained about already high professional dues to N.E.A. and C.E.A.

In addition much was said about the benefits of membership. Typical of many responses was the comment, "I want something out of it." Coaches were too busy, and many found the times and places of conventions inconvenient.

6. Suggestions to C.A.H.P.E.R. to attract members.

These are listed on page 5, Question 14. Suggestions made were fairly specific and contained many good ideas. As mentioned in the introduction the geographical nature and size of the State make serious problems for people to get to conventions. It would certainly appear that further attempts at communication with outlying Districts must be made.

There are many Associations now serving educators and several are for special interests which in some cases will better serve the needs of particularly coaches.

7. General Statements concerning Physical Education in Colorado

Question 23, pages 8 and 9 provide many suggestions for consideration by C.A.H.P.E.R. and other interested parties. These will be considered in the recommendations of this report.

V. Recommendations arising from the survey.

In attempting to identify some of the professional needs, interests and concerns of physical education teachers in Colorado this survey produced some interesting results.

Initially it should be mentioned that many of the suggestions have already been tried to some degree in the past. Mini-conventions have been held in different parts of the State with varying degrees of success. Many workshops and clinics have also been held each year. The State Association has recently (October 1974) produced a Journal as well as a Newsletter.

1. The Association should continue efforts to attract members. All physical educators in the State and School District Administrators should be circulated with material indicating realistically the benefits of membership. The opportunities for teachers to make a contribution should also be indicated.

   All of the above remarks could apply equally to A.A.H.P.E.R.

2. The problems of keeping in touch with teachers in outlying areas should be a continuing priority for the Association. Possibly the further development of Districts through Representatives in one way to organize programs for teachers. (The Boulder Valley P.E.A., for example meets four times a year - s small committee of two to three people plan the meetings which attract between 20 - 50 people).

   Develop teams of people who could give some time to visiting other areas for clinics, workshops, and 'buzz' sessions.

3. The Association should continue its efforts to work towards the re-establishment of a State Director of Physical Education for Colorado.

   The revision of State Curriculum Guides should be encouraged.

4. Suggestions and recommendations for convention programs can be obtained from the list detailed earlier on page 4. The emphasis should, it seems, be on the practical demonstration of innovative ideas or specific sports skills.

5. There is always the problem of teachers complaining about dues and the benefits of membership. Possibly a philosophical statement could be compiled indicating the main ideas behind a professional association. The Association is not a group of people who meet in Denver, but is collectively every member.

   More contributions from members might be solicited.

   The idea of two years membership for the price of one might be tried for new members. Other sources of income might be investigated.

6. The Association might consider producing materials for use by teachers. These could be book lists, ideas for new games, coaching comments, specifics in certain activities. Interested people might be interested in doing something like this on behalf of the Association. It would help with sharing ideas throughout the State.

7. Teachers obviously have widely differing needs and interests which are of specific concern to them, and are fairly common to others as well. These concerns are such things as: teaching load, budget, facilities, class size, accountability, handling discipline, coaching (women), co-educational activities, elective programs. As one teacher put it "Let people know you care," and are aware of the problems and difficulties facing teachers. This could be reflected in journals, newsletters, conventions, etc. We certainly need continuing professional inspiration to give a "shot in the arm" to our members.

QUESTIONNAIRE

FROM: The Colorado Association for Health, Physical Education and Recreation and the University of Colorado Department of Physical Education

TO: Physical Education Teachers in Colorado

This questionnaire relates to the needs, interests and professional concerns of physical educators in Colorado and has been designed to help the State Physical Education Association and the University of Colorado Physical Education Department obtain information and ideas as to how they might better serve physical educators in the State.

Please assist us by completing the questions and returning them at your earliest convenience to:

Dr. John Fowler
University of Colorado
Department of Physical Education
Boulder, Colorado 80302

Responses are anonymous. However, you may sign your name and school if you wish.

NAME _____ SCHOOL _____

1. Sex? Male ☐ Female ☐

2. Age? 21-28 ☐ 29-36 ☐ 37-44 ☐ Over-45 ☐

3. Degrees? Bachelors ☐ Master ☐ Other _____

4. Years Teaching Physical Education? 1-6 ☐ 7-12 ☐ 13-18 ☐ 19-24 ☐ Over-25 ☐

5. At what level do you teach? Elementary ☐ Middle School ☐ Junior High ☐ Senior High ☐

6. Are you currently serving as a Chairperson of a P. E. Department? No ☐ Girls Only ☐ Boys Only ☐ Combined Dept. ☐

7. Do you teach (a) P. E. only? ☐ (b) P. E. & Coaching? ☐

8. Is your school P. E. Program? (a) Completely required for students with no choice of courses by students? (b) A requirement which has elective possibilities (c) A completely elective program (d) Other (Specify) _____ ☐ ☐ ☐

9. Do you belong to:

(a) The American Alliance of Health, P. E. and Recreation? Yes ☐ No ☐
(b) The Colorado Association of Health, P. E. & Recreation? Yes ☐ No ☐
(c) Any other Physical Education group or Association? (Specify) _____

10. If you belong to one or both of these groups (in question 9) do you attend conventions at the:

(a) National level: Each year ☐ Occasionally ☐ Never ☐

(b) State level: Each year ☐ Occasionally ☐ Never ☐

11. If you attend Physical Education Conventions briefly state what kinds of presentations are most helpful to you.

_____

_____

12. If you belong to one but not both of these organizations (9a, 9b) are there any particular reasons that you have not joined the other one?

Reasons: _____

_____

13. If you do not belong to either (9a or 9b) can you briefly indicate your main reasons for not joining?

_____

_____

14. Is there anything you could suggest that either organization might do to encourage your support as a member?

_____

_____

15. Where do you generally get fresh or new ideas for your teaching?

a) Textbooks ☐
b) Curriculum guides ☐
c) Conventions ☐
d) Teacher In-Service ☐
e) P. E. Journals ☐
f) Summer School ☐
g) Develop own ideas ☐
h) Other (Describe below)

_____

_____

16. What do you feel your greatest professional needs are likely to be over the next 2-3 years?

_____

_____

17. Have you any plans to work towards a higher degreee Yes ☐ No ☐

18. If you answered yes to Question 17, how do you think you will pick up the college credit?

a) Evening Courses ☐
b) Summer School ☐
c) In-Service ☐
d) Extension Courses ☐
e) Other (describe) _____

19. Looking back at your college undergraduate training which areas of the program have turned out to be of most value to you in your teaching?

_____

_____

20. Following question 19 which areas were of the least value?

_____

_____

21. If you were in a position to hire a physical education teacher for your school, list the five most important factors you would look for in the candidate for the job.

_____

_____

22. If you were in a position to hire a coach for your school, list the five most important factors you would look for in the candidate for the job.

_____

_____

23. Are there any comments or suggestions you would like to make concerning physical education in Colorado?

_____

_____

_____

Thank you for your cooperation. Please return to person named on first page.